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ABSTRACT

This document builds on the groundwork established in the 1981 State Plan by the Kansas Statewide Inservice Task Force. This task force was appointed by the Kansas State Board of Education for the planning and implementation of a statewide teacher inservice process and for the coordination of preservice and inservice activities. Based on the premise that effective preservice and inservice education is a necessity for effective and accountable schools, the State Plan outlines the objectives and activities through which the state will implement a professional development process. Chapter One describes the planning process for establishing a statewide system for inservice needs assessment. Chapter Two identifies four objectives for fiscal year 1982 along with evaluation procedures to determine if the objectives have been met. Three inservice components, designed to further these objectives, and involving local education agencies, professional growth and a delivery system, are listed in Chapter Three. The management of the State Plan is described in Chapter Four, including the role of the Kansas State Board of Education, its appointed advisory boards, and the Kansas State Department of Education. Chapter Five contains an outline of the evaluation of the eight objectives in the 1981 State Plan, and Chapter Six briefly describes the process of evaluating this plan. Appendices include definitions of the terms used in the State Plan and lists of the memberships of the Teaching/Administrator Standards Boards' committee on Preservice and Inservice Education, the Professional Teaching Standards Advisory Board, and the School Administrator Professional Standards Advisory Board. (FG)

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Kansas State Department of Education

State Plan for Fiscal Year 1982

Preservice and Inservice Education

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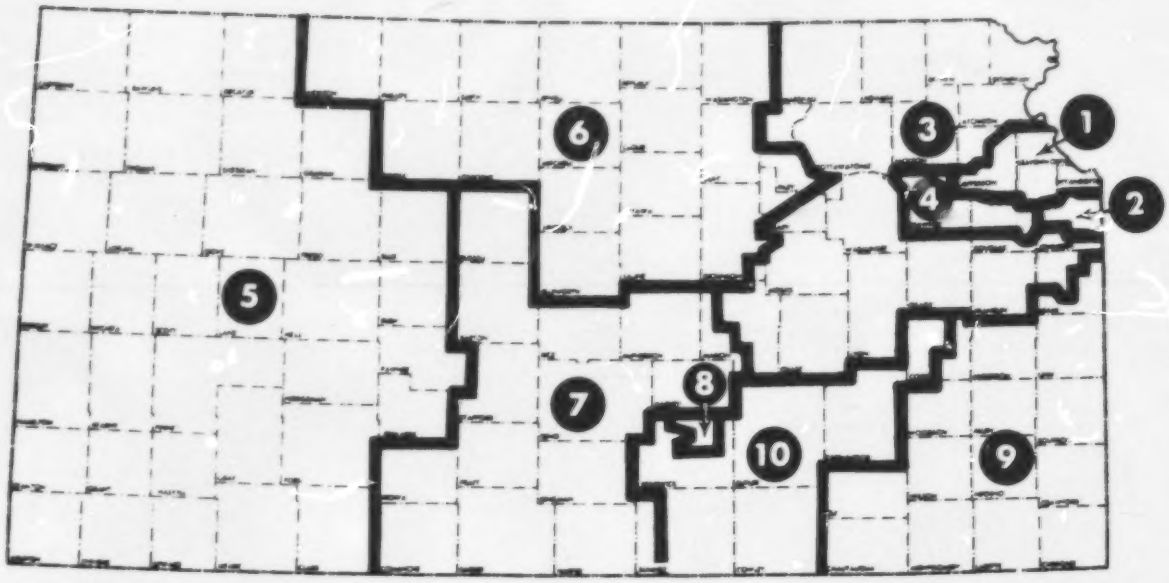

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FOREWORD

In Fiscal Year 1981, the Statewide Inservice Task Force, through its recommendations to the State Board, gave direction to the state's preservice and inservice activities and emphasized the importance of coordinating a strong preservice program with continuous inservice education. Following the Task Force's efforts, the State Board of Education directed the Teacher/Administrator Standards Boards' Committee on Preservice and Inservice Education -- a group of educators appointed by the Professional Teaching Standards Board and the School Administrator Professional Standards Advisory Board -- to make recommendations concerning the *State Plan for Fiscal Year 1982 for Preservice and Inservice Education.* The committee has assisted the Department of Education in validating perceived local needs, establishing a data base for preservice and inservice, identifying possible linkages among the agencies providing preservice and inservice, and developing State plan objectives.

Because of the efforts of the aforementioned groups, Kansas is ready to begin implementation of a statewide staff development program. This plan initiates a systematic process for coordinating preservice and inservice efforts, developing local inservice plans based on local needs assessment, and developing the professional growth plan as an integral part of each local plan. The process will increase the standards of preservice and inservice training received by Kansas educators and, thereby, increase the skills of those educators in providing quality education to Kansas students.

Merle R. Bolton
Commissioner of Education

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INTRODUCTION

Within the last twenty years, numerous events have spurred interest in professional education staff development. Among these events have been (1) the increased social demands placed upon schools and educators by their communities and (2) legislation, such as P.L. 94-142, which has required that exceptional children be placed in the least restrictive environment. Educators have realized that they need to be trained to cope with such factors as student alienation, drug education, constantly changing curriculum, and needs of exceptional children.

To meet the recognized need for professional development programs, the Educational Professional Development Act was passed by Congress, followed in close succession by other Federal legislation which initiated such projects as Teachers Teaching Teachers, Teacher Corps, and Teacher Centers for the purpose of providing models and impetus for professional development. To promote more effective inservice education, the National Council of States on Inservice Education (NCSIE) began providing leadership to states in the development of State planning for staff development and continuing/inservice education focused on the needs of educational personnel. Both this organization and the International Council on Education for Teaching emphasized teaching as a lifelong profession, with initial preservice education followed by continuing education addressing training needs.

In July of 1972, a sub-goal and objective for inservice education to promote continuous development of educational personnel in Kansas schools were adopted by the State Board of Education and published in the *State-wide Goals for Education in Kansas:*

III.B.1. PREPARATION OF EDUCATIONAL PERSONNEL AND INSERVICE TRAINING

SUB-GOAL -- Each school district in Kansas should develop and implement a plan that will provide for continuous professional staff development.

Objective -- *By 1975 ( ) each school should provide inservice to meet the immediate cognitive and affective (interpersonal relationship) educational needs of the paraprofessional and professional staff as indicated by assessment, needs, and priority. Inservice training should consist of educational orientation related to the development of the individual school district.*•

Since 1972, inservice education has been provided through inservice components of various comprehensive statewide plans, such as those plans which have been required for vocational education, special education, school food service, and Title I. In 1978, funds were made available to the State through the National Council of States on Inservice Education for the purpose of promoting inservice activities at the State level. Events led to the establishment of a Statewide Task Force on Inservice Education. The task force was selected from a list of persons nominated by organizations representing local education agencies, institutions of higher education (public and private), State education agency, teacher and administrator organizations, school board organizations, and people representing the local community. It was charged with studying the *state of the art* of inservice in Kansas as it relates to personnel development. The results of the investigation led to the general consensus that a systematic plan for the improvement of educational personnel at the State and local levels is a need.

• *State-wide Goals for Education in Kansas* (Topeka: State Department of Education, 1972), p. 14.

The need for systematic planning for inservice education was concurrently supported by actions of the Kansas State Board of Education and the Federal government. In February of 1979, the State Board established an objective which directed the development of an inservice education plan for educational personnel. In the same year the Federal government attached an amendment to Title IV and Title V, ESEA, P.L. 95-561, which required the accompaniment of a comprehensive State plan for the coordination of Federal and State funds for educational personnel training in the state before programs provided under Title IV and Title V would be funded. The State plan was to be developed with the involvement of teachers, professional associations, institutions of higher education, and other individuals interested in preservice and inservice training activities.

The State Board of Education appointed the Statewide Task Force on Inservice Education as the official body designated to develop a State plan on inservice education for educational personnel and to address preservice in the document as it relates to the amendment of P.L. 95-561. To alleviate the possibility of duplication of effort, the task force was chosen because its membership included representatives from each of the groups required by P.L. 95-561 and because the task force had been considering the need for a Kansas inservice plan since its inception in 1978. The task force developed the *State Plan for Fiscal Year 1981 for Preservice and Inservice Education.*

STATE PLAN FOR FISCAL YEAR 1981

The *State Plan for Fiscal Year 1982 for Preservice and Inservice Education* builds on the groundwork established in the previous year's plan. Based on the premise that effective preservice and inservice education for all educators is a necessity for effective and accountable schools, this plan outlines the objectives and activities through which the state will implement a planned professional development process.

ASSUMPTIONS

In the development of the *State Plan for Fiscal Year 1982 for Preservice and Inservice Education,* it was necessary to establish a theory about professional development based upon a number of assumptions. Assumption as used here refers to the supposition that something is true. The following are the assumptions which were made by the plan developers:

- *Study, exploration, development, and learning are integral parts of professional practice, and are legitimate expectations of any teacher and administrator's responsibilities.* •
- *Educational personnel strive to become as effective as possible in their roles and will participate in professional development activities directed toward that end.* ••
- *Organized, planned professional development for educational personnel will lead to improved education for students.* ••
- Resources of the total profession — including teachers, administrators, higher education personnel, and State Department personnel — will be available for planning, development, and delivery of professional development activities.
- *Collaborative decision-making will be integral to the professional development process.* ••
- The professional growth plan is the most effective method of planned professional development.
- *Both college/university credit and locally designed inservice education credit are valid components of professional growth and recertification.* ••
- Legislative changes to provide time and funds to education agencies for implementation of the State Plan for Preservice and Inservice Education will improve the quality of education in the state.

• *Recommendation for the 1982 Preservice and Inservice Education State Plan,* April 27, 1981, p. 2.

•• *Recommendations,* p. 4

CHAPTER ONE

NEEDS ASSESSMENT

Needs assessment is the initial step in effective planning. In the area of preservice and inservice, it involves the establishment of a statewide data base that verifies the perceived needs which were the basis for the original State Plan on Preservice and Inservice Education as well as the systematizing of a needs assessment process at the local education agency level to assure the responsiveness of preservice and inservice programs to varied local education needs.

INSERVICE NEEDS ASSESSMENT FOR THE STATE

The establishment of a data base about statewide inservice education depends on the collection of information about the following questions:

- *How many inservice hours are currently available to certified personnel in the local districts or other educational agencies?*
- *What are the roles and involvements of various groups involved in the delivery of preservice and inservice programs?*
- *Are there formal needs assessment processes and procedures being used?*
- *Who is responsible for developing and implementing inservice programs and what skills and training do they have for assuming these responsibilities?*
- *Is participation in inservice programs voluntary or mandated?*
- *What are the procedures for evaluating inservice programs?*
- *What incentives are provided for participation in inservice programs?*
- *How much money and how many people are assigned to inservice education?*
- *What types of staff development/inservice are currently being delivered?* •

To initiate a procedure for answering these questions, the State Department of Education surveyed 306 unified school districts and 17 cooperatives/interlocals in March of 1981. A profile of the inservice program of each district and cooperative/interlocal was developed and filed in the State Department of Education. Although only 93 percent return had been processed, a compilation of the data collected in the survey disclosed that 93 percent of the respondents felt the definition of inservice as adopted in the State plan fit their inservice programs: *Education obtained by a person after entry into a given position for the purpose of improving effectiveness in that position.* About half the respondents (50 percent) based their inservice on a formal assessment of staff development needs, and 72 percent indicated that a formal evaluation was done to determine the effectiveness of the inservice. The formal evaluation was used, 80 percent of the time, to improve future inservice activities.

The survey indicated that the responsibility for planning and implementing staff development inservice at the local district level was with the superintendent (79 percent), assistant superintendent (19 percent), principals (75 percent), curriculum director (15 percent), teachers (70 percent), other central office personnel (7 percent), and community members (3 percent).

Most of the funding for inservice activities at the local level came from local general funds (86 percent). Some State funds (4 percent) were also used to support inservice.

The most frequent incentive offered to staff for participation in inservice was release time (49 percent). Stipends were also often used as rewards at the local level of inservice. However, most responses (72 percent) indicated that no incentives were offered since participation was part of the contract agreement.

The average length of time per school year that staff members spent participating in staff development inservice activities was 7-14 hours (administrators, 30 percent and teachers, 39 percent), and 14-24 hours (administrators, 28 percent and teachers, 34 percent). Other staff members spent 0-7 hours in staff development inservice activities.

• *Recommendations for the 1982 Preservice and Inservice Education State Plan*, p. 5.

Respondents were asked the distance from their district cooperative/interlocal to the closest agency or organization which could offer assistance in planning and conducting staff development inservice. The distance and percent were 0-25 miles - 34 percent; 26-50 miles - 24 percent; 51-100 miles - 33 percent; and over 100 miles - 6 percent.

The following groups were identified as being involved in the district cooperative/interlocal inservice activities: consultants (79 percent), universities and colleges (65 percent), USD's (61 percent), cooperative/interlocals (54 percent), State Department of Education (41 percent), KEDDS (19 percent), community colleges (17 percent), and teacher centers (15 percent).

From the establishment of a profile of the inservice program provided by each unified school district and cooperative/interlocal, the State Department of Education identified a need to develop guidelines for conducting quality needs assessment. (Only 49 percent of the responding local education agencies based their inservice on a formal assessment of staff needs.) The guidelines would assist the unified school districts and cooperatives/interlocals in defining the following:

- *The purpose of the needs assessment.*
- *The process involved in conducting the needs assessment.*
- *The persons involved in the needs assessment.*
- *The instrumentation used to assess the needs.*
- *The interpretation of the results of the assessment.* •

The guidelines would be specific enough to provide technical assistance, while allowing the local education agencies flexibility in developing and conducting their needs assessment.

Conducting a needs assessment to determine local needs for inservice would be part of a three-phase process, resulting in a local education inservice plan as recommended by the Teacher and Administrators Standards Boards. The recommended phases are as follows:

Phase I would require that each educational agency conduct a needs assessment according to guidelines adopted by the State Board of Education. These assessments would then serve as the basis for developing comprehensive and consistent standards for preservice/inservice planning throughout Kansas.

Phase II would require the educational agency to submit a needs assessment to the State Department of Education for the purpose of assuring that state guidelines were followed. This phase would allow the State Department of Education to provide technical assistance to any local educational agency regarding the quality of its needs assessment procedures and to redevelop/revise/expand any areas of the needs assessment process before finalizing the local plan on inservice. Once the procedures are completed in compliance with the guidelines, the educational agency may proceed with development of the local plan.

Phase III involves the actual development of the inservice plan by the educational agency. The plan would address the district's needs assessment results, and follow the guidelines for establishing local plans as approved by the State Board of Education. The plan would be submitted for review to the Regional Inservice Council. The proposed plan would then be evaluated according to established criteria. •

• *Recommendations for the 1982 Preservice and Inservice Education State Plan*, p. 6.

CHAPTER TWO

OBJECTIVES FOR FISCAL YEAR 1982

Inservice education in Kansas observes the direction provided by the National Council of States on Inservice Education, established in 1976, on the issues or problems related to preservice and inservice which should be addressed.

1. *The respective roles of the state education agencies, professional organizations and/or unions, local education agencies, institutions of higher education, and communities in designing, implementing, and evaluating inservice education.*
2. *The theoretical and practical relationships between preservice education and inservice education -- and the roles of institutions or agencies having responsibility for them.*
3. *The various functions and/or purposes of inservice education.*
4. *The incentives that motivate personnel to partake of various inservice programs.*
5. *The clarification of the relationship of inservice education to certification and recertification.*
6. *The strengthening of collaborative mechanisms to facilitate the development of systematic approaches to the problems of inservice staff development.*
7. *The identification of ways in which inservice programs can be funded and supported.*
8. *The identification of the specific research issues related to inservice training and improvement of instruction and of the resources at our disposal for dealing with these issues.*
9. *The identification of innovative approaches, products, and delivery systems that now exist.*
10. *The development and/or refinement of systems for evaluating the effectiveness of inservice programs.*•

The following objectives have been identified to ensure that the issues will be addressed to the maximum extent possible given the state's personnel and financial restraints. A list of activities designed to help accomplish the objectives is also included.

Objective #1

The State Department of Education will increase awareness in the state of the role that preservice and inservice have in providing quality education.

Major Activities to Achieve Objective	Implementation Schedule	
Activity	Beginning Date	Completion Date
1 Copies of the *State Plan for Fiscal Year 1982 for Preservice and Inservice Education* will be disseminated to all districts, cooperatives, interlocals, and other groups involved in preservice and inservice.	6/15/81	7/31/81
2 Regional meetings to discuss preservice and inservice education will be conducted.	8/17/81	1/29/82
3 Exemplary preservice and inservice materials and models will be identified and/or developed and disseminated to educators and others concerned with preservice and inservice.	9/1/81	3/26/82

Evaluation Procedure to Determine if Objective Has Been Met

State plan, preservice and inservice materials and models, mailing list, and dates and agenda of regional meetings will be on file in the Certification Section.

• *NCSIE Policy and Procedures Handbook*, August, 1980, pgs. 4-5.

Objective #2

The State Department of Education, in cooperation with local education agencies, public and private institutions of higher education, cooperatives, and interlocals, will identify the state's preservice and inservice needs.

Major Activities to Achieve Objective	Implementation Schedule	
Activity	**Beginning Date**	**Completion Date**
1 A statewide preservice and inservice needs assessment will be conducted.	8/24/81	10/23/81
2 A handbook will be developed and disseminated to assist local education agencies in conducting local inservice needs assessments.	8/27/81	1/11/82
3 Technical assistance will be given to local education agencies which request assistance with their local needs assessment.	1/11/82	4/30/82
4 Data from the statewide and local needs assessments will be analyzed, summarized in report form, and disseminated to the locals.	1/4/82	3/31/82
5 Needs assessment data will be used in *State Plan for Fiscal Year 1983 for Preservice and Inservice Education* development and in the guidelines for local plan development.	1/4/82	4/16/82

Evaluation Procedure to Determine if Objective Has Been Met

The needs assessment report will be on file in the Certification Section. Needs assessment findings will be reflected in the State Plan for Fiscal Year 1983 for Preservice and Inservice Education and in the guidelines for local plan development.

Objective #3

The State Department of Education will cooperate with local education agencies, public and private institutions of higher education, and other educational organizations to begin implementation of the professional growth plan concept.

Major Activities to Achieve Objective	Implementation Schedule	
Activity	**Beginning Date**	**Completion Date**
1 The roles of the State Board, Department, institutions of higher education, local education agencies, and other education agencies and organizations in planning or approving professional growth plans will be delineated.	7/1/81	2/26/82
2 Possible preservice/inservice linkages will be identified.	7/1/81	3/31/82
3 Guidelines for professional growth plans will be cooperatively developed. Guidelines will include evaluation criteria to be used by the Department in making decisions regarding certification and recertification.	7/1/81	2/26/82
4 Local education agencies will be encouraged to incorporate the needs identified in the professional growth plans into their local inservice plans.	2/17/81	6/30/82

Evaluation Procedure to Determine if Objective Has Been Met

Professional growth plan guidelines will be on file in the Certification Section. The guidelines will contain a list of names and titles of those individuals who participated in guideline development. Delineation of roles, possible preservice/inservice linkages, and descriptions of activities conducted with local education

agencies to encourage them to consider professional growth plans as a part of their planned inservices will also be on file.

Objective #4

The State Department of Education, in cooperation with institutions of higher education and other educational agencies and organizations, will assist local education agencies in developing and implementing local inservice plans.

Major Activities to Achieve Objective	Implementation Schedule	
Activity	**Beginning Date**	**Completion Date**
1 Methods of funding inservice will be identified.	7/1/81	7/1/82
2 Descriptions of a variety of inservice models and materials and a list of inservice resources in the state will be developed and disseminated upon request.	7/1/81	7/1/82
3 Guidelines for assisting local education agencies in development, implementation, and evaluation of comprehensive local plans will be developed and disseminated. The guidelines will be based on needs assessment data.	1/1/82	5/31/82
4 Pilot inservice programs in volunteer local education agencies will be established to test materials and delivery systems.	9/1/81	3/31/82
5 Information gained from pilot programs will be disseminated to local education agencies, institutions of higher education, and other educational agencies and organizations.	4/30/82	5/21/82

Evaluation Procedure to Determine if Objective Has Been Met

Locations, descriptions, and progress reports of pilot programs; local education agency inservice plan guidelines; identified funding methods; and descriptions of inservice models and materials will be on file in the Certification Section.

CHAPTER THREE

DIRECTION FOR INSERVICE EDUCATION

The objectives for preservice and inservice education for Fiscal Year 1982 are included in chapter two of this document. They are objectives which, with appropriate resources and personnel, can be completed within a year. The Teaching/Administrator Standards Boards' Committee on Preservice and Inservice Education in assisting in the development of this plan has submitted the following three inservice components for development in the future.

LOCAL EDUCATION AGENCY PLANS

At some point when resources become available all educational agencies will be encouraged to develop a local plan. Criteria for local plans could include the following:

- Participants in professional development will be directly involved in needs identification, program development and maintenance, and evaluation.
- Creating beneficial inservice programs will be a locally cooperative effort of the educational community.
- The local school board will have the responsibility for inservice planning and delivery within guidelines established by the State Board of Education.
- The inservice activities will be appropriate for professional development and will be related in a specific but reasonable way to the current job assignments of the anticipated participants.
- The plan for inservice education will include long-range planning.

Within the policies established by local school boards, a professional development council may be established for the development and implementation of the local plan for professional development. The council may be composed of classroom teachers, administrators, school board members, and higher education personnel. The responsibilities of the Local Professional Development Council could include the following:

- The development of a local needs assessment;
- The identification of goals and objectives based on assessed needs;
- Evaluation of the local plan;
- Recommendations for funding professional development programs; and
- Approval of individual professional growth plans, using criteria adopted by the State Board of Education.

THE PROFESSIONAL GROWTH PLAN

The Professional Growth Plan, which identifies educational activities to be completed for professional development, will be required of all certified education personnel. The growth plans — developed from needs identified on the individual, building, and district levels — will be the method for certification renewal. The following equation of inservice point/semester hour is suggested for future planning: (See p. 4, Obj. 3, Act. 3 of this plan.)

One inservice point means one clock hour of approved inservice education activity.
One semester hour of college or university credit is equal to twenty inservice points.

It is anticipated that, within a five-year period, 160 points will be necessary for recertification. Prior to attainment of a master's degree, half of the points may be obtained through inservice. Upon the completion of a master's degree, any combination of 160 points will be accepted for renewal of certification.

DELIVERY SYSTEM

A mechanism for delivering inservice education at the local level could be professional development centers. These could be already established teacher centers, interlocals, cooperatives, or individual districts which chose to combine inservice effort. Larger districts may already have an adequate inservice system with resources for providing quality staff development.

CHAPTER FOUR

MANAGEMENT OF PLAN

The implementation of the State Plan for Preservice and Inservice Education ultimately rests with the State Board of Education.* In June, 1980, the Kansas State Board of Education adopted the State plan and appointed the Professional Teaching Standards Advisory Board and the School Administrator Professional Standards Advisory Board to function jointly as the advisory body. The Standards Boards, in assuming the responsibility for implementing the State plan, established a joint committee, the Teaching/Administrator Standards Boards' Committee on Preservice and Inservice Education, to develop and submit recommendations pertaining to State plan objectives.

PROFESSIONAL TEACHING STANDARDS ADVISORY BOARD AND THE SCHOOL ADMINISTRATOR PROFESSIONAL STANDARDS ADVISORY BOARD

The standards boards develop the rules and regulations for professional standards governing teacher and administrator pretraining selection, teacher and administrator preparation, admission to, and continuation in the practice of teaching and school administration. These boards — comprised of members who represent superintendents, principals, classroom teachers, deans of education, boards of education, parent-teacher association, and community colleges — recognize the need to facilitate staff development and make recommendations concerning preservice and inservice education to the State Board of Education. The balance of representation on these boards ensured a voice to all groups concerned with the State plan. The membership roster of these is in Appendix C and D.

TEACHING/ADMINISTRATOR STANDARDS BOARDS COMMITTEE ON PRESERVICE AND INSERVICE EDUCATION

The Teaching/Administrator Standards Boards Committee on Preservice and Inservice Education represents a broad spectrum of groups involved in staff development. The committee identifies the following as its areas of responsibility for making recommendations to the joint standards boards:

A. The establishment of a data base for the purpose of validating the previously perceived needs which were the basis for the original State Plan for Preservice and Inservice Education;
B. The establishment of criteria for a systematic needs assessment process at the local education agency level;
C. The establishment of guidelines to be used in the development of local education agency plans for coordinated professional development; and
D. The establishment of guidelines to be used in the development of professional growth plans as the basis for planned inservice education for all personnel.

The identification of current inservice educational trends and the emphasis nationally on professional staff development have provided the Teaching/Administrator Standards Boards' Committee on Preservice and Inservice Education with impetus to recommend a statewide, systematic program of professional staff development. The committee formulated and submitted a series of definitions to clarify terms used in the planning for preservice/inservice education. Those definitions are found in Appendix A.

Committee reports and counsel are used by the standards boards to develop recommendations for submission to the State Board of Education on the following topics:

A. The annual goals and objectives for preservice and inservice education in those areas for which the State provides resources.
B. The evaluation and modification of the State Plan for Preservice and Inservice Education.

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* The State Board of Education is responsible for accrediting and approving teacher education programs and certifying school personnel. The State Board of Regents is responsible for developing policy for the public institutions of higher education including preservice education programs.

C. The creation of systems for collecting information regarding the implementation of the activities in the State Plan for Preservice and Inservice Education.
D. The funding necessary to adequately finance statewide inservice education programs.
E. The relationship of preservice and inservice education activities to certification and other licensing requirements.
F. The creation of criteria and guidelines for inservice plans.
G. The methods for making the best use of resources for providing inservice education, including the development of procedures to encourage cooperative inservice education activities among local education agencies.
H. The development of a process for reviewing each local inservice education plan for monitoring plan implementation.
I. The development of policies and procedures which encourage coordination of Federal and State funds for preservice and inservice training of educational personnel.

Committee membership and composition are identified in Appendix B of this document.

STATE DEPARTMENT OF EDUCATION

The State Department of Education's major responsibility is to provide leadership in the development and implementation of a State system of planned and organized preservice and inservice education. The Commissioner of Education has appointed an education program specialist to spend 50 percent time on meeting this responsibility. To assist this position, a Department committee comprised of representatives from the educational service areas periodically meets and discusses (1) strategy for reducing duplication of effort in delivering preservice and inservice education to identical audiences and (2) procedures for pooling financial and staff resources to deliver preservice and inservice. Chart 1 depicts the organization for coordinating the preservice and inservice education activities.

Although the Department has the administrative responsibility for certification of teachers and administrators and accreditation of schools, coordination with the institutions of higher education governed by the Kansas Foundations for Private Schools and the Board of Regents is a necessity. The Department also is involved with other State agencies which provide staff development as shown on Chart 2. To be effective, preservice and inservice education activities have to systematically evolve from those constituencies interested in developing and maintaining quality skills in education personnel.

Chart 1
State Department of Education
Organization for
Coordinating Preservice and Inservice Education

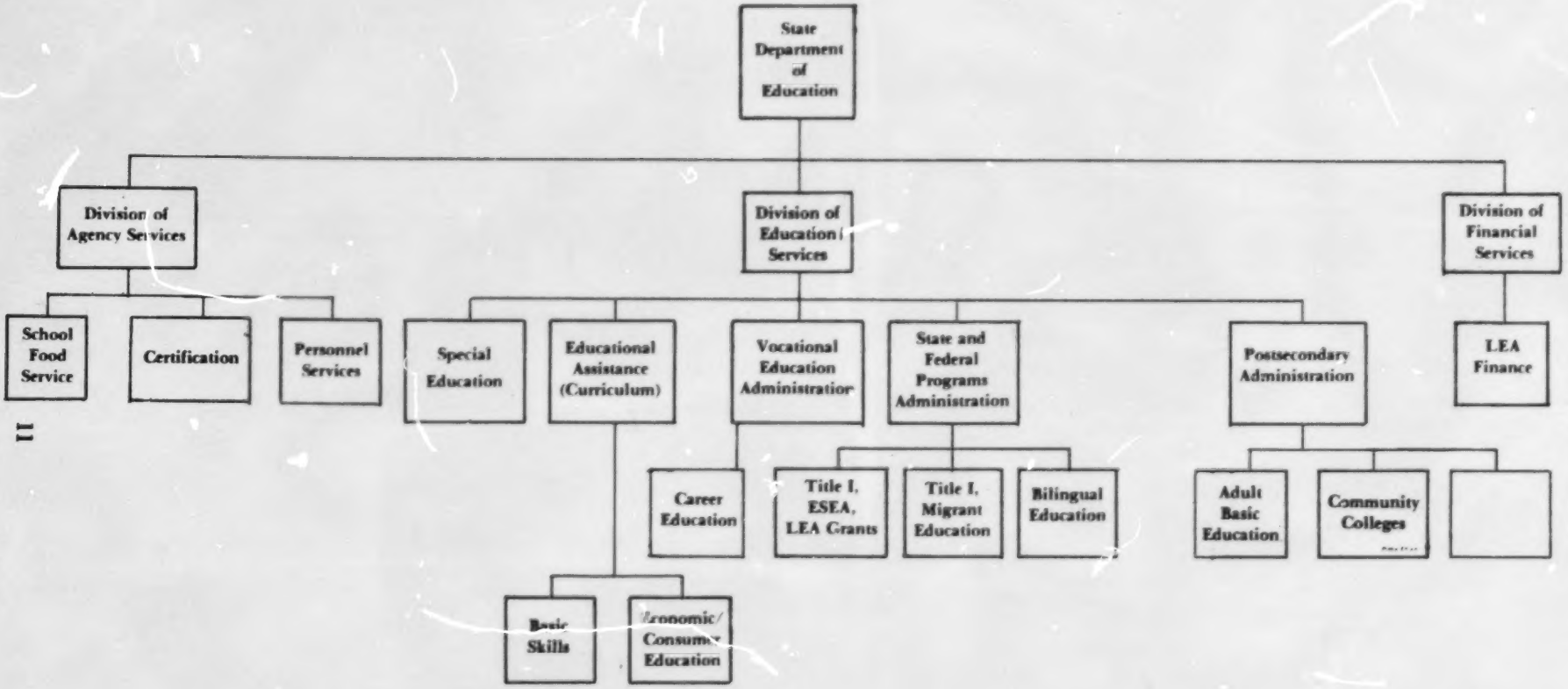
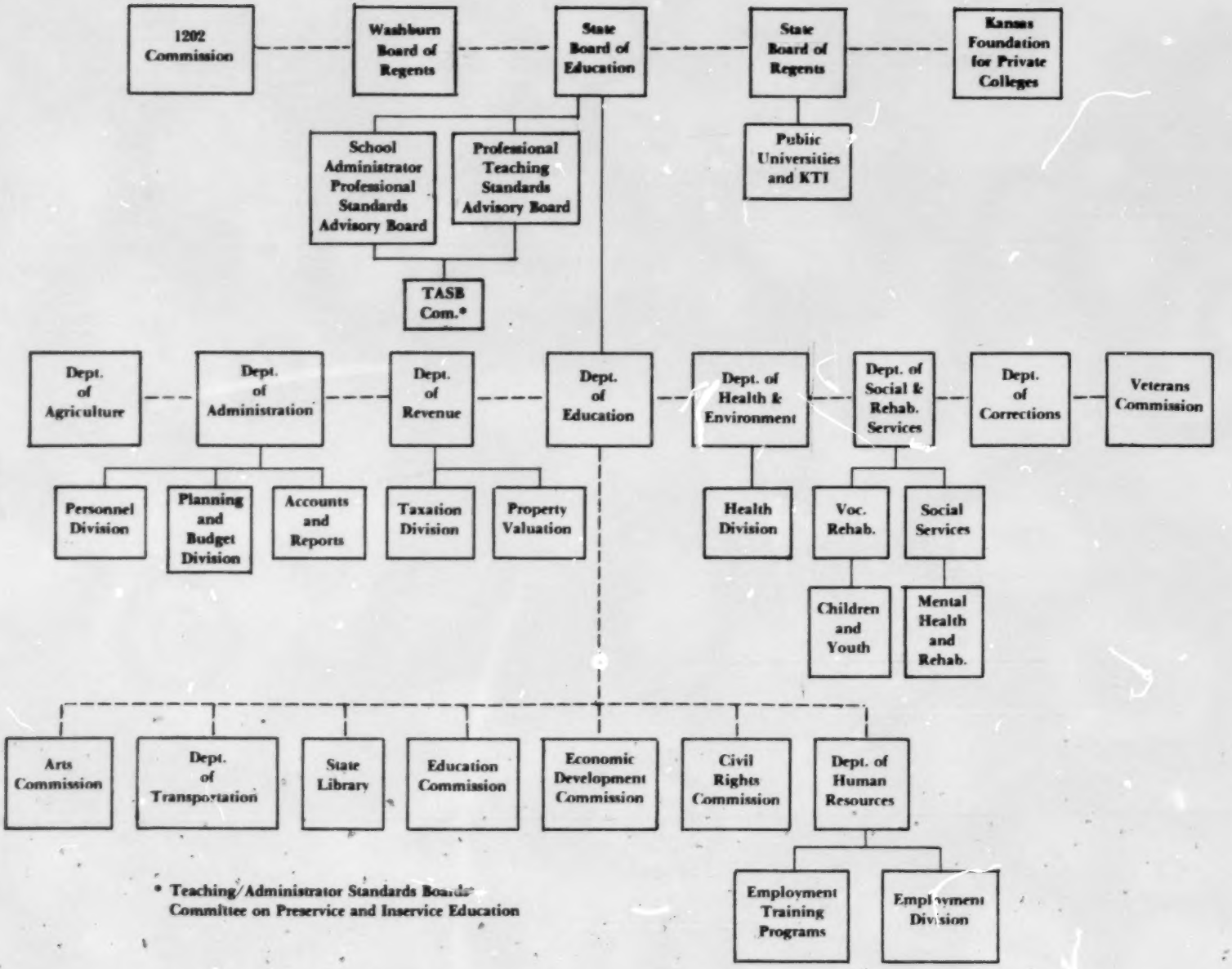


Chart 2
Organizational Chart
of
State Agencies Which Provide Funds
For the Training of Education Personnel



* Teaching/Administrator Standards Boards
Committee on Preservice and Inservice Education

CHAPTER FIVE

EVALUATION OF OBJECTIVES IN STATE PLAN FOR FISCAL YEAR 1981 FOR PRESERVICE AND INSERVICE EDUCATION

Responsibility for evaluating the State plan rests with the State Department of Education. The following material has been compiled to indicate the progress made toward the objectives adopted in the *State Plan for Fiscal Year 1981 for Preservice and Inservice Education.*

Area: Governance

Objective #1: The State plan will provide a mechanism for coordination and collaborative involvement of concerned constituencies in the policy making, management, funding, and evaluation of a State plan on preservice and inservice education.

Activities to Complete Objective	*Outcome of Activities*
1.1: A survey will be conducted within the Department to identify current preservice and inservice activities and funding of these activities.	*1.1:* A report of the survey which identifies current preservice and inservice activities and funding by service areas will be included in next year's Preservice and Inservice Education Plan.
1.2: A Department committee composed of representatives of the service areas will be appointed.	*1.2:* Agenda and minutes of Department Coordinating Committee meetings, which include the roster of participants, will be on file in the Accreditation and Certification Section.
1.3: The State Board of Education will consider the possibility of allocating a .5 position in the Department to coordinate preservice and inservice education activities.	*1.3:* State Board agenda and minutes of the meetings will be evidence that discussion of the consideration of a .5 position in the Department occurred.
1.4: The State Preservice and Inservice Education Advisory Council will be appointed.	*1.4:* State Board agenda and minutes will indicate the appointment of State Preservice and Inservice Education Advisory Council. (Page 5, FY 1981 State Plan.)

Evaluation

Although completion of activities does not ensure the accomplishment of the objective, the completion of 1.1 - 1.4 does indicate an effort toward implementing the plan to provide a mechanism for coordination and collaboration of those involved in preservice and inservice. The Teaching/Administrator Standards Boards' Committee on Preservice and Inservice Education was appointed in July of 1980 and met for three one-day, one two-day, and one three-day meeting. The results of these meetings were compiled in a report received by the Joint Standards Board on May 1, 1981. The committee — composed of representatives from schools of

higher education, boards of education, superintendents, area service centers, high schools, and elementary schools — made recommendations for policy, funding, and management of the State plan. (See Appendix B for the committee membership.)

Assisting the committee was an education program specialist allocated by the Department to spend 50 percent of the time on preservice and inservice activities. One of the tasks completed to implement the plan was the establishment of a data base of resources available in the Department, such as vocational education, special education, etc., for funding preservice and inservice education. In addition, a survey was designed to collect the same type of data about other State agencies and their resources for staff development.

Area: Needs Assessment

Objective #2: In cooperation with local education agencies, State Board of Regents, and institutions of higher education, the State Department of Education will plan and implement a systematic needs assessment.

Activities to Complete Objective	*Outcome of Activities*
2.1: The Department Coordinating Committee and the State Preservice and Inservice Education Advisory Council will determine the objectives and expected outcomes of the needs assessment and answer such questions as — a) What do we want to know? b) Why do we want to know it? c) How will the information be used once it is obtained? d) How can we obtain the data? e) What data sources already exist at the local and State levels?	*2.1:* The agenda and minutes of the meetings held by the Department Coordinating Committee and the State Preservice and Inservice Education Advisory Council will include the discussion of the objective and expected outcomes of the needs assessment. Minutes and agenda will be on file in the Accreditation and Certification Section of the Department.
2.2: The needs assessment procedure for the collection of data will be identified.	*2.2 - 2.6:* The results of the needs assessment will be reported in next year's Preservice and Inservice Education Plan. (Page 8, FY 1981 State Plan)
2.3: The instruments used to collect information in the survey about those education agencies participating in the preservice and inservice programs will be designed or identified.	
2.4: The data will be collected from those education agencies participating in the preservice and inservice education program.	
2.5: The results of the data collection will be processed.	
2.6: The results will be reported to the Department Coordinating Committee and the State Preservice and Inservice Education Advisory Council.	

Evaluation

Accomplishment of this objective is spoken to in Chapter One, Needs Assessment, of this document. Documentation of the completion of Activity 2.1, which includes agenda and minutes of the committee meetings, is on file in the Certification Unit of the State Department of Education.

Area: Delivery System

Objective #3: The State Department of Education, institutions of higher education, and participating education agencies will develop and utilize effective means for the delivery of preservice and inservice programs which meet the assessed needs of educational personnel.

Activities to Complete Objective	*Outcome of Activities*
3.1: Guidelines and suggested criteria for local inservice plans will be developed.	*3.1* Guidelines and criteria for developing local inservice plans will be included in next year's plan.
3.2: Regional conferences to disseminate guidelines will be held across the state.	*3.2 - 3.3:* Schedule, agenda, and attendance number of the regional conferences will be on file in the Accreditation and Certification Section to indicate where the regional conferences were held and the types of materials which were distributed, including results of the needs assessment. (Page 10, FY 1981 State Plan.)
3.3: Results of statewide needs assessment will be distributed.	

Evaluation

Chapter Three, Direction for Inservice Education, contains recommendations from the Teaching/Administrator Standards Boards' Committee on Preservice and Inservice Education which include guidelines and criteria for developing local inservice plans. With the dissemination of the plan to all local education agencies, the suggested guidelines and criteria, as well as results of the local profile survey, will be available to those responsible for inservice education on the local level.

Regional conferences to present the plan to representatives of the local education agencies are planned for the fall of Fiscal Year 1982. This activity was not completed in Fiscal Year 1981 because of limited funds and time.

Area: Evaluation

Objective #4: The State Department of Education, institutions of higher education, and participating education agencies will develop and implement an evaluation process, based on needs assessment data, which will provide for evaluation of preservice and inservice education at the State and local levels for the purpose of coordinating and improving preservice and inservice programs.

Activity to Complete Objective	*Outcome of Activity*
4.1: The Department Coordinating Committee and the State Preservice and Inservice Education Advisory Council will determine the criteria for evaluating preservice and inservice education at the State and local level.	*4.1:* Identified criteria for evaluating the preservice and inservice education program will be reported by the committee and council in written form to the Accreditation and Certification Section of the Department. These criteria will be included in next year's plan. (Page 12, FY 1981 State Plan.)

Evaluation

This objective was not met in Fiscal Year 1981. It will be carried over and included in Fiscal Year 1982, as noted in Chapter Two, Objectives for Fiscal Year 1982.

Area: Incentives and Recognition

Objective #5: The State Department of Education, participating education agencies, and institutions of higher education will collaborate in developing and offering positive incentives and recognition to educational personnel and agencies participating in preservice and inservice education.

Activity to Complete Objective	*Outcome of Activity*
5.1: The potential use of professional growth plan for inservice credit and certification credit will be studied.	*5.1:* Minutes of the Department Coordinating Committee meetings and the agenda and minutes of the Professional Teaching Practices Commission and the Professional Standards Advisory Council will be evidence that the professional growth plan was studied to determine its potential use as inservice credit and certification credit. (Page 14, FY 1981 State Plan.)

Evaluation

The Teaching/Administrator Standards Boards' Committee on Preservice and Inservice Education studied the use of the professional growth plan for inservice credit and recertification. Recommendations of the committee are included in Chapter Three, Directions for Inservice Education.

Area: Roles and Responsibilities

Objective #6: The State plan will establish a systematic assignment of roles and responsibilities with respect to implementation of the State plan.

Activities to Complete Objective	*Outcome of Activities*
6.1: The Department Coordinating Committee, as assigned in Objective 1, will schedule and meet periodically.	*6.1 - 6.2:* The schedule, agenda, and minutes of the meetings of the Department Coordinating Committee and the State Preservice and Inservice Education Advisory Council will be on file in the Accreditation and Certification Section.
6.2: The State Preservice and Inservice Education Advisory Council, as assigned in Objective 1, will schedule and meet periodically to develop policies and procedures which encourage coordination of State and Federal funds.	
6.3: The Department Coordinating Committee will assist the State Preservice and Inservice Education Advisory Council in developing policies and procedures which encourage coordination of State and Federal funds.	*6.3:* The policies and procedures which encourage the coordination of State and Federal funds, as developed by the State Preservice and Inservice Education Advisory Council, will be included in next year's plan. (Page 17, FY 1981 State Plan.)

Evaluation

As previously noted, the Teaching/Administrator Standards Boards' Committee on Preservice and Inservice Education met for a total of eight days to study issues, policies, and procedures concerning preservice and inservice education. The recommendations of this committee are included in Chapter Three, Directions for Inservice Education. In addition, the Department Coordinating Committee convened three times to plan and implement (1) a procedure for coordinating State and Federal funds for staff development and (2) a survey instrument to assess the *state of the art* of inservice education at the local level. Agenda, minutes of the meetings, and copies of the survey instrument and results are filed in the Certification Unit of the Department and are available upon request.

Area: Legislation

Objective #7: The State Board of Education will review the existing statutes, rules and regulations, and legislation to identify areas which are in need of change or modification.

Activities to Complete Objective	*Outcome of Activities*
7.1: Rules and regulations pertaining to certificate renewal will be studied to consider needed changes for implementation of professional growth plan.	*7.1:* A copy of the study concerning current certificate renewal rules and regulations and any recommended changes concerning the professional growth plan will be on file in the Accreditation and Certification Section of the Department.
7.2: Consultations will be held with the State Board to review the possibility of attaining legislation that would provide State funding for inservice education.	*7.2:* The agenda and minutes of the State Board meeting which is concerned with funding will indicate the discussion of State funding for inservice education. (Page 21, FY 1981 State Plan.)

Evaluation

The use of the professional growth plan was discussed in the October, 1980, and March and April, 1981, State Board of Education meetings. The State Board directed Department staff to review certification rules and regulations to consider needed changes for implementation of professional growth plan. The Department staff is currently preparing recommendations for needed legislation in using the professional growth plan and funding inservice education to be used in the growth plan. Department staff will report to the State Board in October, 1981.

Area: Coordination

Objective #8: The State Department of Education will provide a mechanism for cooperation and communication among the program areas within the Department and with other State agencies which are *in charge of or have responsibility for professional development.*

Activities to Complete Objective	*Outcome of Activities*
8.1: The Department Coordinating Committee will identify a contact person responsible for preservice and/or inservice components in the State agencies identified on the following chart. *8.2:* The Department Coordinating Committee will survey the State agencies for data relative to preservice and inservice activities and funds to carry out these activities.	*8.1 - 8.2:* A summary of other State agency preservice and inservice activities and a list of those persons responsible for each activity will be on file in the Accreditation and Certification Section of the Department. (Page 24, FY 1981 State Plan.)

Evaluation

The Department Coordinating Committee met and designed an instrument to collect information about inservice education funding and activities provided for each service area of the Department. Also requested were the names of staff in other agencies who were responsible for staff development. An instrument to survey these agencies has been designed and will be mailed to the identified staff members in each agency during the next fiscal year.

CHAPTER SIX

EVALUATING THE STATE PLAN

Evaluation of the State plan is the comprehensive analysis of the implementation and outcomes of the plan to determine the quality of implementation and the extent to which the purpose of the plan is achieved. Evaluation is a separate section of the State plan rather than an objective in chapter two because it is a component of each objective as well as an indicator of the total impact of the statewide preservice and inservice program.

Evaluation of program implementation is termed *process evaluation*. Data for this type of evaluation will be obtained through such methods as surveys, local education agency reports, and monitoring visits. From the process evaluation, Department staff will be able to determine if the elements contained in the State plan are being implemented as planned.

Since completion of all activities outlined as steps toward achievement of an objective does not mean that the objective will be achieved, and achievement of all objectives does not ensure achievement of overall purpose of the State plan, an evaluation of outcomes is also a necessity. Termed *product evaluation*, an evaluation of the plan's outcomes will provide Department staff with data indicating the impact of the preservice and inservice programs in improving the quality of education in Kansas. A study to sample those local education agencies which have adopted a local education plan with a component concerned with the professional growth plan will be made. On-site visits, interviews, and questionnaires could be measurement techniques used to gather information about the local's efforts in providing effective inservice education.

Both process and product evaluation results will be used in making decisions about preservice and inservice education for the purpose of improving staff development programs in Kansas. Evaluation results and successive decisions will be reflected in the following year's State plan.

APPENDICES

APPENDIX A

DEFINITIONS

Coordination ..... A system which encourages sharing, cooperation, and communication among agencies, organizations, and others concerned with preservice and inservice education within the state to prevent duplication of effort and thereby promote efficient use of resources.

Delivery System ..... The method(s) by which needs assessment and/or objectives are translated into professional growth experiences.

Education Agency ..... Local school districts, cooperative districts, teacher centers, area service centers, or any other educationally oriented agency.

Evaluation ..... The examination of the preservice/inservice system, its processes and products, to determine whether the system is achieving its stated purpose.

Governance ..... The structure through which decisions concerning the professional growth of educational personnel are made and implemented.

Professional Growth Plan ..... A plan describing educational activities and studies directed toward professional development to be completed by the individual filing such plan during a specified period of time.

Inservice Education ..... Activities, experiences, and studies engaged in by personnel after entry into a given role for the purpose of improving effectiveness in that role.

Needs Assessment ..... The procedure used to determine priorities for professional development activities. The needs assessment process shall be an integral part of State and local plans, ensuring that professional development activities address identified State, local, and individual educational needs.

Preservice Education ..... The preparation leading to initial certification/endorsement of personnel for a specific role in the profession. This includes preparation of individuals new to the education professional as well as preparation of individuals wanting to change educational roles.

Professional Development ..... A process which includes preservice and inservice education of personnel in the field of education which is designed to extend knowledge and skills related to professional responsibilities and personal growth.

The following definitions were adopted for all State plans by the Executive Committee on April 15, 1977.

Goal ..... An abstract or theoretical, but concise, statement which defines the desired results toward which the organization's efforts are directed.

Objective ..... A concise statement indicating a desired outcome of a program which will contribute to a goal to which it is related, but, unlike the goal, is stated in realistic achievable and measurable terms.

Types of Objectives

Operational or Process Objective	A statement identifying a specific responsibility relative to specific tasks to be accomplished within a defined time frame.
Product Objective	A statement indicating an expected specific product to be accomplished within a defined time frame.
Activity	Action or procedure designed to accomplish the specific objective which has been established for a specific program.
Strategy	Summation of activities designed to accomplish an objective.

APPENDIX B

TEACHING/ADMINISTRATOR STANDARDS BOARDS' COMMITTEE ON PRESERVICE AND INSERVICE EDUCATION

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Ms. Arlene Bassett
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Mrs. Linda Beall
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Mr. Allen Mills, Director
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Ms. Carolyn Schmitt
Turner High School
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Kansas State Department of Education

Vacant — Inservice Education
Certification Section
Phone (913) 296-2288

Mrs. Mary Martin - Teacher Education
Postsecondary Administration
Phone (913) 296-4924

Ms. Kathleen Homlish, Director -
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APPENDIX C

PROFESSIONAL TEACHING STANDARDS ADVISORY BOARD MEMBERSHIP ROSTER

Classroom Teachers

Elementary

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Diane Denoon (Term Expires 7-1-81)
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Manhattan, Kansas 66502
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Junior High

Carlyn Strand (Term Expires 7-1-81)
Winfield 7/8 Grade Center
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Winfield, Kansas 67156
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Paul Osgood (Term Expires 7-1-81)
Trailridge Junior High
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Shawnee Mission, Kansas 66216
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Senior High

Barry Schartz (Term Expires 7-1-83)
Nashville-Zenda High School
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Vernon Hastert (Term Expires 7-1-82)
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Non-Public

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Administrators

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Building Principal

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Vocational Instructional Staff

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Public Community College

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Private Four-Year College

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Regent's Dean of Education

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Parent-Teacher Association

Vacant

Board of Education

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APPENDIX D
SCHOOL ADMINISTRATOR PROFESSIONAL STANDARDS ADVISORY BOARD MEMBERSHIP ROSTER

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Public School Building Principal

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Non-Public Chief School Administrator

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Classroom Teacher

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Public Community College

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Regent's Dean of Education

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Parent-Teacher Association

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Board of Education

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